

Workforce Innovation and Opportunity Act  
Local/Regional Plan for July 1, 2016 – June 30, 2020

WDB/Region #	Region 5
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I certify that the information contained herein is true and accurate to the best of my knowledge and that I submit this plan on behalf of the WDB listed above.

Approved for the Workforce Development Board  
Workforce Development Board Chair

Name (type or print): BOB FRANCIS

Title: WORKFORCE DEVELOPMENT BOARD CHAIR

Signature: Bob Francis Date: 6-15-16

Approved for the Counties of the Workforce Development Area  
Chief Local Elected Official

Name (type or print): JOHN RICHWINE

Title: MADISON COUNTY COMMISSIONER  
REGIONAL CHIEF ELECTED OFFICIAL

Signature: [Signature] Date: 6-23-16

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## Optional Executive Summary.

ES. Each local area may submit an executive summary of their plan, if desired; not to exceed 3 pages in length.

[Click here to enter text.](#)

### Section 1: Workforce and Economic Analysis

Please answer the following questions in 10 pages or less. The Department of Workforce Development has Regional Labor Market Analysts assigned for each of the Regions. These experts can assist in developing responses to the questions 1.1 through 1.3 below. **Questions that require collaborative answers for regions 5 & 12 are designated with an \*.**

**1.1\*** An analysis of the economic conditions including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. [WIOA Sec. 108(b)(1)(A)]

The Central Indiana workforce development region consists of two local workforce development areas – Marion County, Region 12, which is served by EmployIndy and an eight county area surrounding Marion County that consists of the following counties: Boone, Hamilton, Hancock, Hendricks, Johnson, Madison, Morgan and Shelby. The eight county area is served by the Region 5 Workforce Board. The contiguous nine county area, Planning Region 5 & 12, is characterized by significant commercial and economic connections. Ultimately, economic development strategies and industry trends are interdependent and for employers and job seekers it is perceived as a single labor market area.

While the two areas serve a unified labor market, the populations vary considerably and strategies for service delivery will vary significantly because of those differences. The major differences include: population density, race and ethnic breakdowns, income, poverty, total employment, and annual payroll. The following table provides key demographic data, highlighting differences in the State of Indiana, Marion County and the eight Region 5 counties.

**Demographic Data for Central Indiana**  
**Source: United States Census Bureau, July 1, 2014;**  
**Income and Business, 2013**

Categories		Indiana	Marion County	Region 5
	<b>Population</b>	6,596,855	903,393	931,279
<b>Age</b>	Under 18	24.80%	25.10%	25.70%
	Over 18	75.20%	74.90%	74.30%
<b>Gender</b>	Female	50.70%	51.80%	50.7
	Male	49.30%	48.20%	49.3
<b>Race/Ethnicity</b>	White	86.10%	66.30%	91.30%
	African American	9.60%	27.80%	4.00%
	Other/Multiple	4.30%	5.90%	4.70%
	Hispanic/Latino	6.60%	9.80%	3.30%
<b>Income &amp; Poverty</b>	Median Household Income *	\$48,248	\$42,234	\$43,120 – \$82,468
	Per Capita Income *	\$24,635	\$24,124	\$21,527 – \$39,521
	Poverty Rate	15.20%	21.30%	9.60%
	Living in Poverty	141,554	192,423	89,723
<b>Business</b>	Total Employer Establishments	143,515	22,741	21,131
	Total Employment	2,555,979	508,703	311,000
	Total Annual Payroll	\$103,134,350	\$25,210,547	\$12,322,818
* Data for Region 5 was not available. A county range from low to high was used.				

Central Indiana is home to a diverse set of employers with unique occupational requirements that calls for a dynamic approach towards analyzing and evaluating labor market projections. The workforce development boards of Central Indiana regularly engage in a multi-level return on investment analysis to identify current and projected employment opportunities in central Indiana for the purpose of identifying high demand, high wage occupations for many types of workers. The first step in this process was the identification of Central Indiana's wealth-producing sectors and



clusters. The following chart indicates the primary wealth producing sectors within Central Indiana, organized around average wage, gross metro product, and the relative size of the sector:

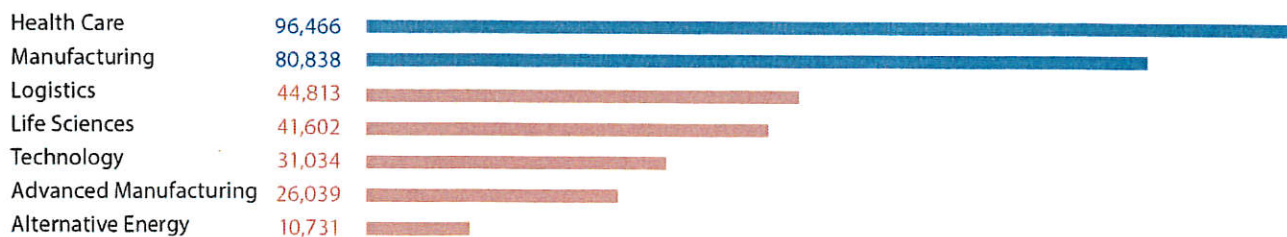
**Chart 1:** Central Indiana's Wealth Producing Sectors and Clusters



Source: BEA, Indianapolis-Carmel MSA, 2010

Two large sectors, as identified within the chart, manufacturing and health care have driven the Indiana economy for several decades and will continue to drive it into the future. They will continue to dominate the Central Indiana economy and provide significant employment opportunities to residents. These two sectors account for 27 percent of the gross metropolitan product, 24 percent of all private employment, and 32 percent of Central Indiana's total wages. In addition to these two primary sectors, new industry clusters have emerged as significant wealth producers within the regions. These clusters include technology, life sciences, technology, and logistics. The following charts indicate the total employment in Central Indiana's key clusters, as well as a snapshot of real-time job openings within the sectors.

**Chart 2:** Total Employment in Central Indiana's Key Sectors and Clusters



Source: IBRC, QCEW, 2011

**Chart 3** Job Openings in Central Indiana's Key Sectors and Clusters



Source: Burning Glass RTLMI, Oct. 31, 2011–Nov. 1, 2012

Through the utilization and analysis of this data and information, the key wealth-driving sectors within Central Indiana are the following:

- Manufacturing;
- Healthcare;
- Technology – Computer and IT;
- Life Sciences; and
- Logistics

Moving this analysis to the occupational levels – Without controlling for wage or educational level required for specific occupations, the market and economic analysts at the Indiana Department of Workforce Development indicate high-projected demand in Central Indiana for workers in the top ten occupations:

1. Office and Administrative Support Occupations
2. Sales and Related Occupations
3. Transportation and Material Moving Occupations
4. Food Preparation and Serving Related Occupations
5. Production Occupations
6. Healthcare Practitioners and Technical Occupations
7. Retail Sales Workers
8. Food and Beverage Serving Workers
9. Material Moving Workers
10. Management Occupations

While these ten occupations are projected to be the top employment opportunities over the next 7 years. That does not necessarily indicate that they are high-wage occupations in high-growth industries. In some cases they are, but in others they are not. The workforce development boards of Central Indiana have taken a more dynamic approach to identifying the occupations that represent the greatest opportunity for advancing the strength of the regional economy while providing the greatest opportunity for residents to enter into meaningful, sustainable careers. To identify those priority occupations, the workforce development boards of Central Indiana utilize a series of criteria based upon the following:

- Wage Level – the average wage level for the occupation is greater than or equal to a living wage for a family of four with two working adults;
- Total Jobs – the number of total jobs for the occupation is in the top third for the MSA
- Employment Demand – the demand for the occupation, utilizing annual openings plus real-

time job postings data, is in the top third for the MSA;

- Alignment with Public Investment – The occupation is aligned with the region’s wealth-driving sectors;
- Educational Requirements – The occupations require some form of post-secondary education; and
- Advancement paths – The occupations must be aligned with an identifiable and extensive career pathway.

The occupations identified through this analysis are included as attachments to this plan and will serve as the priority occupations-in-demand for EmployIndy and the Region 5 Workforce Board. EmployIndy’s list is titled “Where the Jobs Are” and Region 5 Workforce Board’s list is titled “Hoosier Hot 50 Jobs – Region 5.”

1.2 An analysis of the knowledge and skills required to meet the employment needs of the employers in the local area, including employment requirements for in-demand industry sectors and occupations. [WIOA Sec. 108(b)(1)(B)]

In Region 5 the Hoosier Hot 50 Jobs, (HOT50) lists a variety of occupations for which workers are expected to be in demand through 2022. A complete list is available at [HoosierHot50.com](http://HoosierHot50.com). All of these occupations report wages above the Regional Median wage of \$ 15.89 per hour. There are no jobs listed which only require a High School Diploma or its equivalent (HSE/D). A review of the knowledge skills and abilities (KSAs) for each listed occupation reveals the following.

The top five knowledge areas are English Language (84%), Customer & Personal Service (74%), Administration & Management (44%), Mathematics (40%) and Mechanical (26%). The top five skills needed are Active Listening (84%), Critical Thinking (72%), Speaking (56%), Reading Comprehension (54%), and Coordination (30%). Finally, the top five abilities needed are Oral Comprehension (80%), Oral Expression (66%), Problem Sensitivity (54%), Written Comprehension (46%) and Deductive Reasoning (46%). The HOT50 list includes several occupations that require training beyond the scope of the short term training focus of the WIOA programs, but awareness of the most in demand KSAs is useful in counseling job seekers and evaluating training offerings. The WDB will concentrate on preparing people for those jobs which require two years or less of training. A goal is to get people to a basic skill and ability level at which they may be employed at self-sustaining wages with long term continued employment likelihood. The WDB has targeted several sectors because of their current employment levels, growth potential and higher rates of pay. These include Health Care and Social Services, Manufacturing, Administrative Support, Transportation and Warehousing, Wholesale trade, Construction and Information Technology. While the HOT50 list cross walked with these sectors will guide investments of training dollars, additional business intelligence received in real time through the daily interaction of WorkOne staff with employers and economic development groups will also be a factor. For example although Industrial Truck & Tractor Operators (ONET 53-7051.00) does not appear on the HOT50 list, local experience is that many companies in warehousing and distribution in the logistics sector have numerous openings especially for people who are also certified lift operators, a critical position for warehousing and distribution operations.



1.3 An analysis of the local workforce, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment and youth. WIOA Sec. 108(b)(1)(C)]

According to the Indiana Department of Workforce Development (DWD) Labor Market Review the February 2016 EGR5 labor force was 1,000,248 of which 951,272 were employed and 48,976 (4.9%) were unemployed. EGR5 has over 30% of the workforce of the state of Indiana, the largest of any region in the state. The regional labor force continues to grow having increased by 74,115 since 2010. Growth rate has averaged over 1.5% annually for the last three years (2012-2015) Six of the nine counties in EGR5 had rates of unemployment less than the state rate of 5.4% with two above and another the same. Unemployment has constitutently gone down in the region since 2010.

#### EGR 5 Labor Force Estimates

Year	Labor Force	Employed	Unemployed
2005	915,385	869,506	45,879
2006	930,572	888,566	42,006
2007	931,124	892,530	38,594
2008	945,149	896,043	49,106
2009	937,861	855,933	81,928
2010	926,133	837,645	88,488
2011	934,111	852,831	81,280
2012	939,723	864,805	74,918
2013	954,210	884,486	69,724
2014	969,397	914,049	55,348
2015	984,203	939,995	44,208

Estimates of those not counted as being in the labor force

HOUSEHOLD DATA

NOT SEASONALLY ADJUSTED

As shown on the following chart as of first quarter of 2015 there were 96,020 individuals with less than a high school diploma or equivalency (HSED) which represented about 11.5% of the total workers aged 25 over on the region. The percentage of less than HSED of the workforce has increased during the last five years. Workers with only an HSED numbered 256,007 (30.7%) and their percent of the workforce was about the same as it was five years earlier (30.3%). Likewise the percent of workers with some college or an associate degree (32.4%) was nearly unchanged from 2011 (32.7%), although there were 15,719 more workers at this educational level. Workers with a bachelor's degree or higher were 211,057 or 25.3% of the workforce. This percentage is down from 2011 level of 26.9%. In summary, generally the proportion of each educational attainment segment of the workforce changed very little over the past five years. The increase in numbers of workers within each attainment level increased due to the overall workforce population growth of 55,761 people during the same period.



## Educational Attainment in EGR 5

Year/Qtr	Less than high school	Percent with less than high school	High school or equivalent, no college	Percent with high school or equivalent, no college	Some college or associate degree	Percent with some college or associate degree	Bachelor's degree or advanced degree	Percent with bachelor's degree or advanced degree	Total workers aged 25 or over
2011 Q1	78,361	10.1%	235,714	30.3%	254,421	32.7%	208,967	26.9%	777,463
2012 Q1	82,477	10.4%	241,017	30.5%	257,921	32.7%	208,393	26.4%	789,808
2013 Q1	86,667	10.8%	245,889	30.6%	262,193	32.6%	209,371	26.0%	804,120
2014 Q1	91,144	11.2%	250,423	30.7%	265,745	32.5%	209,701	25.7%	817,013
2015 Q1	96,020	11.5%	256,007	30.7%	270,140	32.4%	211,057	25.3%	833,224

Note: Includes only workers 25 yrs. or older.

Source: Local Employer-Household Dynamics, U.S. Census Bureau

## Section 2: Strategic Vision and Goals

Please answer the following questions of Section 2 in eight pages or less. Section 2 responses should reflect input from members of the local workforce development board and other community stakeholders. **Questions that require collaborative answers for regions 5 & 12 are designated with an \*.**

2.1 Provide the board's vision and goals for its local workforce system in preparing an educated and skilled workforce in the local area, including goals for youth and individuals with barriers to employment. As to youth, describe unique goals for in-school youth and out-of-school youth. [WIOA Sec. 108(b)(1)(E)]

**The Vision of Region 5 Board is "An integrated approach that maximizes the effectiveness of the WorkOne system by providing high quality resources for both employers and job seekers. It is our collective vision to become an indispensable resource to all our stakeholders." Strategic Goals with respect to preparing an educated and skilled workforce in Region 5 include:**

- 1.) **Developing a work ready workforce.** Job Applicants will have the employability and post-secondary education, skills and certifications to meet employers' needs. Training will focus on preparation for high demand/ high wage middle skill jobs requiring two years or less of post-secondary education. Efforts will contribute to increasing the number and percentage of residents with postsecondary training with the target being the state's goal of at least 60% of the workforce by 2025.
- 2.) **Creating innovative enhancements and extensions of services.** Services to both employers and job seekers will be delivered in a cost effective manner and utilize current technology to reach more customers. Outreach to populations with additional barriers to employment including ex-offenders and public assistance recipients will expand the potential workforce.
- 3.) **Expanding quality/effective business partnerships.** Viewing Business as our customer we will seek to engage more employers with the WorkOne services including use of offices, initial

applicant applications, staffing agency services, work and learn opportunities such on-the-job-training, work experience and apprenticeships. Further business intelligence gathered from ongoing outreach to employers will inform the development and evolution of training for the skills most desired by employers in the region.

- 4.) Diversifying the Board's revenue base. Additional financial resources will be sought through grant applications to public and private entities. The availability of funding opportunities that are congruent with the Board's workforce preparation purposes will be monitored to pursue those that are appropriate both for Region 5 individually as well as in collaboration with other Regions. As a 501 (c) 3 entity the Board may also accept private donations. When appropriate the Board will support applications of other entities which serve to improve the quality and quantity of the labor force.

Youth: The goals for in-school youth are unique in that they are much more focused on the awareness, preparation, exploration and exposure to the knowledge, skills and abilities that are characteristic of successful and productive adults. JAG, our in-school youth program, has these core competencies:

Career Development

Job Attainment

Job Survival

Basis Competencies

Leadership and Self-Development

Personal Skills

An assessment of each JAG students' skills, interests, needs and goals is completed to create the plan to address any deficiencies or areas for improvement and/or development. Goals are then created with each student, with needed supports identified and timelines established. Ultimately, at a minimum the goals for all JAG students include gaining skills while in the program, high school graduation, entry into post-secondary training, occupational skills short term training, entrance into an apprenticeship or military service. The follow-up given to all JAG students is for a period of 12 months and ensures the retention of successful placements.

Out-of-school youth have similar goals, but if they have dropped out of school or completed school but don't yet have direction or purpose, through assessment we begin the process of helping them develop a career pathway and a vision for their success. Those youth who have dropped out of high school are first supported and directed in many ways to ensure they seek Adult Basic Education services as a first step. The WorkOne Career Service Advisors working with youth help them to prepare a plan of service to establish bench marks and short term goals with incentives built in to reward success along the pathway, no matter the starting point. Goals for out-of-school youth are aligned with the performance measures for youth: placement into employment, education, apprenticeship or the military, retention of that placement, earnings that support them, a credential if appropriate and improved skills along the pathway.

Individuals with barriers to employment will work with Career Service Advisors to identify the barriers and develop a plan to overcome them. Often, WIOA funding allows for supportive services to assist with these issues. For example, an individual who is in Adult Basic Education classes or attending a short term training program may not have the funds for transportation costs, and



WorkOne can provide gas cards to assist. Or, oftentimes uniforms or tools are needed for work that make it cost prohibitive for an individual to accept or begin a new job; again WorkOne has the ability to provide the needed assistance with those expenses. Other community resources are always an option that's explored with the individual with barriers. Not all assistance or services are available in all communities, but Career Service Advisors assist our customers in navigating those avenues to determine the best opportunities.

2.2 Describe how the board's vision aligns with and/or supports the vision of the State Workforce Innovation Council (SWIC) as set out in the WIOA State Plan. A copy of the State Plan can be found at:

<http://www.in.gov/dwd/2893.htm>

The State Workforce Innovation Council (SWIC) strategic vision is, "Every Indiana business will find the educated and skilled workforce necessary to compete successfully in the global economy. Every Indiana citizen will have access to the information, education and skills required for career success." The Region 5 Workforce Development Board's (WDB) vision is, "An integrated approach that maximizes the effectiveness of the WorkOne system by providing high quality resources for both employers and job seekers. It is our collective vision to become an indispensable resource to all our stakeholders." The common thread between the vision of the State and the Region 5 Workforce Development Board is the recognition that both the employers and job seekers needs must be addressed and the WorkOne system will be the conduit to facilitate that. The WDB has supported and developed the Business Services Team in the Region to serve employers and gain their input as to how best to prepare job seekers to become better prepared and trained to meet employer demands. The Business Services Team frequently collaborates with employers to develop On-the-Job-Training positions for job seekers. The Career Service Advisors within each WorkOne office in Region 5 work directly with the job seekers to assess their needs and skills, and to help them prepare for the demands of the jobs available. Job seekers often are not in touch with what they need to do and how to make those preparations. The WorkOne staff help them navigate the steps and support their efforts. The Region 5 WDB say in their vision statement that they want to be the resource that all stakeholders find useful and effective in in meeting these needs in our community.

2.3 Describe how the board's goals contribute to each of the SWIC's goals:

- GOAL 1: SYSTEM ALIGNMENT -- Create a seamless one-stop delivery system where partners provide worker-centric and student-centric integrated services.  
Partners within the talent development system are working with limited resources as well as limited information about the services being provided by one another. Agencies have similar goals and complementary services, yet programs often operate in silos. The system should align around solutions, rather than funding streams and programs. Greater focus must be given to a true systems approach which aligns resources to maximize their impact and fundamentally transform the way in which workers and students engage with, and are served by the system. Within such an approach, agencies and organizations work together, integrating resources and services, sharing goals, strategies, and successes, and ensuring that students and workers are provided with opportunities to improve their education, knowledge, and skill levels.
- GOAL 2: CLIENT-CENTRIC APPROACH -- Create a *client-centered* approach, where system partners and programs coordinate in a way that each individual worker or student has a pathway to improving his or her education, knowledge, skills and, ultimately, his or her employment prospects, with a focus on in-demand careers.  
The State's education, job skills development, and career training system must ensure that the talent



development system focuses on the individual student's or worker's aspirations and needs and provides all students and workers with access to pathways for improving employment prospects. In many cases throughout the existing system, activities and services provided are *program*-focused, with the specific program being placed at the center of service delivery. In such a model, greater focus is given to meeting program requirements and less attention is paid to truly serving the individual. This has left the workers or students navigating a complex web of program requirements, often having to visit multiple program locations, multiple times, and providing the same information at each stop in order to receive the services needed. This paradigm must shift dramatically towards ensuring that system partners and program requirements are aligned with the worker or student at the center of service delivery. In this *client-centered* approach, system partners and programs coordinate in a way that each individual worker or student has a pathway to improving his or her education, knowledge, and skills and entering into a fulfilling and rewarding career, with partner and program resources designed to complement the individual's pathway.

- **GOAL 3: DEMAND DRIVEN PROGRAMS AND INVESTMENTS** -- Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Indiana's business community.

The National Governors Association reports:

Sector strategies are among the few workforce interventions that statistical evidence shows to improve employment opportunities for workers and to increase their wages once on the job. Employers report increases in productivity, reductions in customer complaints, and declines in staff turnover, all of which reduce costs and improve the competitiveness of their companies.<sup>1</sup>

Due in part to the limited public resources available for education, training, and career development, it is important that the State ensure that the resources it makes available are closely aligned with the sectors that are key drivers of the state's existing and emerging economy. Further, partners within Indiana's education, job skills development, and career training system must enhance their ability to engage meaningfully with employers within these sectors, and ensure that programming addresses the emerging and existing education, knowledge, and skill needs of these sectors from entry level to advanced. Concurrently, the State and its partners need to ensure that there are effective and meaningful forums for employers in these sectors to collaborate with each other and to work with the system's partners.

The SWIC's strategic plan includes a number of strategies under each goal. Local boards are not expected to address how each strategy will be implemented. It is up to the discretion of the local board to determine what strategies best fit the local needs.

**Goal 1: System Alignment.** A survey was made of WDB members and Regional Chief Elected Officials to locally prioritize the Implementation Strategies listed in the State Plan for each goal. Results of the survey reflect that for Goal 1, strategies 1.4, 1.1, 1.2 were of highest priority.

**Priority 2 (4.04) - Strategy 1.4:** Ensure the culture of the One Stop system promotes knowledge transfer across partner programs, such that staff embraces the "no wrong door" philosophy and is capable of providing information on services across programs and making appropriate referrals.

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<sup>1</sup> National Governors Association, "State Sector Strategies Coming of Age: Implications for State Workforce Policy Makers."  
<http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1301NGASSSReport.pdf>

Priority 3 (4.00) - Strategy 1.1: Develop a common understanding among partners as to what the “one stop delivery system” is in Indiana.

Priority 3 (4.00) - Strategy 1.2: Increase service integration among partner agencies within the one stop delivery system.

The WDB will focus its efforts during the first year of the plan on implementing activities consistent with these strategies for Goal 1. The vision of the WDB is “an integrated system that maximizes effectiveness.” Staff education and training about the spectrum of all partners programs will be initiated through staff and management level meetings with all required WIOA partners. This will include: WIOA; Wagner Peyser; Adult Education and Literacy; Rehabilitation Services; Senior Community Services Employment; Carl D. Perkins technical education; TAA; Chapter 41 Veterans; Community Services Block Grant; Housing and Community Development; Unemployment Insurance; Second Chance Act; and Part A Social Security Act. As appropriate there will be co-location of partners in the WorkOne offices. These meetings will be a part of the MOU development process wherein effective referral processes are agreed and established for comprehensive service of mutual clients. One such meeting has already occurred with Vocational Rehabilitation Services. Ongoing meetings will reduce the knowledge deficit about partner programs resulting from staffing and program changes. This will begin during the first quarter of PY 16 and be ongoing during the plan period. Sessions with other non-mandatory partners such as the Small Business Administration, SNAP Workfare programs, AmeriCorps and local learning initiatives may also be pursued. Staff will network locally with partners through meetings, conferences and presentations. Through enhanced knowledge of partner programs and methods of access the “no wrong door” philosophy can be effectively promoted by WorkOne staff. Additionally, each office will have printed take away partner program information as well as a listing of websites. To the extent practical workforce services for individuals will be jointly funded to maximize effectiveness and the efficient use of limited resources. For example many community foundations offer scholarship opportunities for local residents that many people are not aware of and thus fail to apply. WorkOne staff will establish informational linkages with local foundations regarding these opportunities and provide this information to job seekers.

#### Goal 2: Client-Centric Approach

The WDB-Elected Official priority survey results for Goal 2 indicate that strategies 2.1, 2.4 and 2.2 are seen as the highest priorities among all implementation strategies.

Priority 1 (4.17) - Strategy 2.1: Create a career pathway system that provides opportunities for students and workers across the education and workforce systems to link to Indiana high wage, high demand careers.

Priority 1 (4.17) - Strategy 2.4: Ensure that those with barriers to employment have increased access to and opportunities for employment, education, training, and support services.

Priority 2 (4.04)- Strategy 2.2: Ensure that students and workers at all levels throughout Indiana are provided with meaningful career counseling and career preparation, including information on Indiana's high wage, high demand occupations.

Within the WorkOne offices as well as at outreach locations, such as Adult Education instructional sites, providing opportunities for job seekers to engage in activities based on an individual's immediate interest and needs will be emphasized. When the first point of access is coming in for required Jobs for Hoosiers or RESEA activities, staff will work together to engage the customers in continued services beyond their mandatory participation with appointments or attendance at workshops. Well trained customer service staff will greet customers and carefully listen to what their interest is when someone enters the WorkOne office. Staff will describe all services available and invite the customer to stay and access the computer labs to sign up for the Indiana Career Connect job matching system, or other services that may be taking place, such as workshops. When there are openings in workshop schedules, anyone walking in may participate the same day in these workshops to assist them in their preparedness for gaining employment. The workshop schedule will be made available as well as other resources that will be of benefit, including hiring fairs, career fairs, job postings and websites that offer good resources for seeking employment. Staff will be available to assist the individual walking in to get into the Indiana Career Connect site as well as other employer sites to apply for job openings, and will also assist individuals with signing in to the unemployment compensation page to begin applying for benefits. At this initial visit, when feasible, the individual may meet with a career services advisor that will assess their situation more in-depth, or, schedule an appointment to do so at a later date. For individuals that are attending Basic Education (ABE) programs, WorkOne staff will meet with them during orientations or according to the schedules offered by ABE instructors. Developing a relationship with WorkOne staff is critical to the success of the individual in being able to receive the most appropriate or relevant services for that individual, to get the best outcome. It is important for WorkOne staff to work closely with the ABE instructors so as to share information and not duplicate collection of information or assessments that are given. The referral form, per the WorkINdiana policy, requires the sharing of certain information and is utilized by both ABE instructors and WorkOne staff as they make referrals back and forth, depending on the first point of access. One of the intentions of this referral mechanism is to avoid duplication of collection of information and to provide an avenue for getting in touch with the most appropriate staff to further engage the student or job seeker at the earliest time. Referral back and forth to the Vocational Rehabilitation (VR) counselors will also take place based on staff familiarity with one another, and when feasible, the VR staff will have regular or scheduled space available at the WorkOne locations. By working together, the VR and WorkOne staff will keep the best interest of each individual foremost. There will be many individuals receiving services by utilizing resources of both the VR and WorkOne. Staff will work together to provide the most comprehensive set of services available to meet the needs of each individual, as well as to ensure non-duplication of services. Staff of the WorkOne will also coordinate closely with the Family and Social Services Administration (FSSA) staff for service coordination. Other State and public and private resource sharing will be coordinated so as to focus on each individual's needs. The ultimate goal in working with individuals is to provide meaningful data on high wage, high demand occupations and access to both group and individual career counseling and career preparation. Follow-up is crucial to reaching and maintaining continued successful outcomes.



**Goal 3: Demand Driven Programs and Investments.** A survey was made of WDB members and Regional Chief Elected Officials to locally prioritize the Implementation Strategies listed in the State Plan for each goal. Results of the survey reflect that for Goal 3, strategies 3.2, 3.1, have lower local priority.

**Priority 4 (3.83)- Strategy 3.2:** Launch or expand sector partnerships in and across workforce development regions that complement the State's priority industry sectors to provide a mechanism for Indiana's education, job skills development, and career training system to collect information and respond to sector needs.

**Priority 5 (3.65)- Strategy 3.1:** Identify Priority Now and Priority Future sectors and occupations in Indiana based on the criteria set out by the Indiana Career Council in a Resolution regarding priority sectors and occupations in Indiana passed at the June 2015 meeting.

Although these strategies ranked lower in priority, the WDB will utilize demand data that is provided by the state and others to guide its training investments. It will continue to target local growing sectors including; Health Care and Social Services, Manufacturing, Administrative Support, Transportation and Warehousing, Wholesale Trade, Construction and Information Technology. With the exception of the Agriculture sector, all of the state's "Priority Now" economic sectors identified the Align, Engage & Advance Sector Initiative Plan are included in the locally targeted sectors. As the state identifies the Priority Future sectors, the WDB will evaluate the degree to which local targeting is appropriate. The WDB will continue to consider OJT opportunities as demand occupations so long as they pay at least the level established by either the state or locally whichever is higher, currently \$10.00 per hour minimum. The WDB will continue to support local sector partnership training initiatives in the targeted sectors which currently include training in Health Care, Logistics and Manufacturing.

**2.4\*** Describe how the board's goals relate to the achievement of federal performance accountability measures. [WIOA Sec. 108(b)(1)(E)] See WIOA Section 116(b)(2)(A) for more information on the federal performance accountability measures.

The workforce boards of Central Indiana's overall goals support the current performance accountability measures by using a data driven, intentional approach towards focusing on the needs of employers, particularly those in high-demand, wealth-building industries. This focus will directly lead to participants being placed and retained in unsubsidized employment at competitive, sustainable wages; it will ensure that participants are earning the degrees and credentials needed in order to fill open jobs in those wealth-building industries; and it will contribute towards effectively serving employers. Additionally, the region will continually push for a substantial amount of overall funding to be allocated towards direct participant training, thus ensuring that a significant number of participants have the opportunity to complete education and training programs as part of their career pathway. Through this strategic investment, the region will focus its operational efforts on empowering participants to complete their education/training, attain a credential, and transition to employment as a direct result of the training, thus leading to the regional attainment of federal performance accountability measures.